Needs Analysis of Indonesian-Chinese Interpreting Class: A Case Study of X University in Bandung

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Abstract

The increased collaboration between Indonesia and China in various fields should be supported by sound and effective communication between the two parties. This partnership strongly affects the demand on Indonesian-Chinese translator and/or interpreter. The demand on interpreters are increasing rapidly, ranges from various sectors. However, Chinese language programs available in Indonesia these days are still at the undergraduate levels. Together with the increasing demand on interpreter, various Chinese language study programs are providing translation and/or interpreting courses to equip their students for future job market. As most of the Chinese language students in Indonesia begin to learn Chinese as a foreign language when they are at the university, teaching interpreting at the undergraduate level is certainly challenging compared to teaching interpreting at the postgraduate level. The writers therefore conducts a Needs Analysis on students to find out what are the needs and challenges faced by undergraduate level interpreting trainees, and what kind of curriculum design would suit the undergraduate level interpreting training. This study found that the biggest challenges for the trainees were nervousness during interpreting assignment, difficulty in delivering speech in L2 and L1, and difficulty in understanding L2 input. This study also shows that L2 correlation with trainees' interpreting performance. The trainees in this study perceive that their foreign language skills affect their performance. Based on the Needs Analysis conducted in this study, the writers also provide suggestions for interpreting course design at the undergraduate level by putting into consideration the number and the linguistic background of students.

Keywords: curriculum design, interpreting, interpreting training, need analysis

INTRODUCTION

In the Quinquennial Indonesia-China Strategic Partnership on November 27, 2018, Gong Bencai, head of China's Trade Office in Indonesia mentioned that there were 1,000 Chinese-ventured companies in Indonesia (Firmansyah, 2018). The partnership includes several sectors, such as construction, transportation, mining, tourism and so on. A number of projects have been conducted through economic partnership between China and Indonesia, as there were 8500 projects installed by Chinese companies in Indonesia in 2018. These types of investments and cooperation would provide benefit in many sectors, and among them is translation and interpreting sector.

Therefore, there are needs on the supply of professional Indonesian-Chinese interpreters to help bridging this gap. The demand on Indonesian-Chinese interpreters are increasing not only quantitatively, but also in terms of interpretation quality. The progress of the projects is strongly influenced by the availability and quality of the interpreters. The new interpreters are facing challenges in delivering their services, one of the challenges is their limitation on the terms and knowledge of the subjects (Limuria & Sutandi, 2018).

On the other spectrum, the Chinese language programs offered by Universities are mostly designed for second language acquisition. The students would acquire language mastery through 4 years undergraduate program.

Translation and/or interpretation training are offered as courses at the undergraduate level.

Interpreting training requires not only L2 proficiency, but also memory capacity and knowledge of subject. Interpreting training is mostly given at the graduate level by considering the trainees' L2 proficiencies and also knowledge of the world. However, there have been numerous researches on the interpreting training at the undergraduate level. The research mainly focuses on the correlation between language proficiency and interpreting skill, and also the strategy used by undergraduate level interpreting trainee. In case of undergraduate level interpreting training, special training to strengthen trainees L2 proficiency is needed to enhance their interpreting skills (Mayor, 2015).

At the undergraduate level interpreting training, L2 proficiency becomes the most important predictor of trainees' interpreting skills, whereas short-term memory and working memory may contributed to the other roles in their interpreting performance (Cai et al., 2015). At the undergraduate level, trainees tended to implement strategies that were advised by their trainers, and it provided positive correlation toward their interpreting performances. This study found that the trainees tend to focus on the information accuracy and completeness of the renditions, and thus chose several types of strategies to achieve these purposes (Dong et al., 2019).

As the undergraduate level students are still working on their L2 proficiencies, and could be considered as unbalanced bilinguals, the writers therefore would like to investigate their needs to understand what could better serve their needs in terms of interpreting training.

Needs analysis is an activity of collecting and analyzing information on what learners should learn, what they haven't learned, and what they would like to learn (Fitrawati & Oktavia, 2017). Needs analysis is related to the purpose and learning content, and should identify what learners have known and what learners need to know, and through need analysis, the trainer could convince learners that the course materials are relevant and beneficial for the learners (Macalister & Nation, 2010).

Macalister and Nation also mentioned that needs analysis in language learning is related to the self-evaluation of learners which includes motivation, goals, functions (in what situations and with whom you use your language skills), information (which pieces of linguistic information do you need, e.g. field-specific vocabulary, pronunciation, intonation, etc.), and activities (what you need to do to learn what you expect) (Macalister & Nation, 2010).

Tarigan mentioned that needs analysis in a language curriculum development or language learning design aims to provide a mechanism for obtaining a wider range of inputs for the content, design, and implementation of language programs; recognizing or identifying specific and general language needs that can be directed towards developing the aims, objectives and content for the language program; provide data that can be used as a basis for review and assessment of existing and ongoing programs.

Needs analysis can focus on situation analysis and communicative needs analysis.

The situation analysis approach can be done through the following questions:
(1) Who is the learner?
(2) What are the goals and expectations of the learners?
(3) What learning styles do students prefer?
(4) Who is the teacher? How proficient is the teacher? What kind of training and experience do the teacher have?
(5) What does the teacher expect from the lesson?
(6) What kind of constraints will arise in the lesson?
(7) What kind of assessment measures are required?

The communicative needs analysis approach can be conducted by finding answers for following questions:
(1) In what setting will the learners use the language skills learned?

(2) Who will the learners communicate with using the language skills?

(3) Which language modalities will be involved (e.g. reading, writing, listening, speaking)?

(4) What level of proficiency is desired? (Tarigan, 2009)

Translation and interpreting are mostly offered as a graduate-level program, on which the students of this program will be trained to be professional translators and/or interpreters. However, in some countries, translation and interpreting courses are offered as subjects at the undergraduate level. Compared to some master level of interpreting programs that have stringent criteria for their students to be, on which the student candidates need to be proficient in their working languages, students at the undergraduate level rarely have any admission criteria related to their language skills. Mayor noted that some graduate-level programs do have strict admission criteria, on which the future students should be proficient in at least two working languages. However, the admission criteria for the undergraduate level is different, and it depends on the country and the university. Regardless of the country, most of the undergraduate level admission criteria focus on the university entrance examination, which assess future student candidates' ability on secondary school subjects (Mayor, 2015).

The process of learning translation skills is different from the process of learning a foreign language. Before learning how to interpret, a student has to possess adequate language proficiency first. Translation trainers will not focus on improving students' language skills, but will emphasize the interpretation techniques needed to become a qualified interpreter (Huang, 2019).

User-centered translation also receive special attention in the design of translation learning. Teachers need to pay attention to the usefulness aspect of the given interpreting training, where the translation results from students must be able to meet the acceptance standards of readers with different cultural backgrounds (Suojanen et al.,

2016). Therefore, before designing a translation course, the teacher/facilitator needs to first conduct a survey of the market needs and the needs of the readers. One of the things that distinguishes translation learning from foreign language learning is that in translation learning, teachers need to provide knowledge and train students to have adequate translation skills and meet the professional aspects of translators. Teachers no longer focus on improving students' language skills, but equip students to master the professional side of a translator (Huang, 2019).

In addition, Tennent suggests that in learning interpreting, it is better to start with consecutive interpreting first. The purpose of these learning steps is for students to learn to understand and interpret the meaning of the source language to the target language first. In interpreting learning, students need to be given adequate understanding and training so that students are able to translate the meaning of a source language context into the target language. Interpreters need to learn gradually in order to get away from word for word interpretation. Tennent also suggests that the ideal number of students in an interpretation class should be limited to between 8 and 12, and the number of teachers for each language pair should be two so that students can get input on their interpreting skills from the lecturers. However, this ideal condition may not be fulfilled by various educational institutions (Marco, 2005).

Interpreting expert performance is the result of deliberate practice for years and thousands of hours, and the improvement of interpreting skill is acquired through training (Ericsson, 2000). Setton and Dawrant also argued that interpreter trainers have to monitor the performance and progress of the trainees gradually. Interpreting is a mentally complicated task, and therefore it takes an apprenticeship process to train an interpreter to be. They also suggested trainers to level up the difficulties based on the subject matter, speed of delivery, density and style, accent and prosody (Setton & Dawrant, 2016). The first stage of interpreting training usually begins with consecutive interpreting without notes. The main

purpose of this training is to train the trainees' memory while performing interpreting task, and to assist the trainees in understanding how memory works (Gile et al., 2005).

Related to interpreting course at the undergraduate level, Mayor mentioned that many third year students have difficulties in understanding the source text, and these difficulties thus impact their interpreting performance In her research, she noted how the cultivation of L2 listening comprehension could increase students' interpreting performance (Mayor, 2015).

METHODOLOGY

The writers were distributing questionnaire to the alumni and students of X University in Bandung that had attended interpreting class to gather information on the process of interpreting training itself, participants' perceptions on the training methods used and their expectations on the training materials and methods. The writers were conducting interview with the interpreting trainer, to gather a more comprehensive picture of the purpose and design of training, the methods and strategies used and also evaluation on the implemented training itself. The trainer has been teaching interpreting for six years.

RESULT AND DISCUSSION

There were 70 participants participating in this research, they were alumni and also students that have attended interpreting class at X University in Bandung (XUB). The data of the students are as follow:

Table 1. Distribution of Participants' Academic Year of Entrance

Year of Entrance							
2010	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
1.4%	5.7%	5.7%	10%	15.7%	15.7%	25.7%	20%

The distribution of the participants' background varies, with 25.7% of the participants entering the university in 2016, and 20% entering the university in 2017. These participants are third year and fourth year undergraduate students at the time when this survey is distributed. The writers also gather information from alumni, on which there are equivalent numbers of alumni taking part in this survey.

The writers also collected information regarding participants' L2 proficiency, which in this particular research is Chinese. Mayor mentioned that students' L2 proficiencies can serve as predictors for interpreting ability, and can be used to screen potential students for interpreting training (Mayor, 2015).

One of the famous Chinese language proficiency assessment systems is HSK. The highest level of HSK test is HSK level 6, on which the holders of this level could express themselves smoothly in written or oral Chinese. Holder of HSK level 5 could watch Chinese film, write and deliver a full speech. HSK level 4 holder could communicate with Chinese natives in common situations, whereas HSK level 3 could conduct basic communication (Hanban, 2010).

Related to their Chinese proficiencies, 7.14% participants have reached HSK 6 level, 67.14% have reached HSK 5 level, 24.29% have reached HSK 4 level, and only 1.43% participants that belong to HSK 3 level.

In understanding trainees' linguistic proficiency, L2 proficiency test could assist the trainer to design and develop suitable materials for the interpreting course, and it could assist the trainer and department regulator to screen the potential candidates for interpreting courses.

Regarding learners' perceptions on correlation between L2 proficiency and interpreting performance, 94.3% of the participants think that their language proficiencies strongly affected their interpreting performance, the higher their proficiencies are, the lesser struggle they have in interpreting. Only 5.7% are doubtful on the influence of language proficiencies toward interpreting performance. Trainers' perceptions also show the relation between L2 proficiencies and interpreting performance. By considering

trainees' L2 proficiencies, interpreting trainer could provide a more holistic course design that target on the trainees' needs.

Regarding the course design, the trainer participant in this research mentioned that the interpreting course of the undergraduate level focuses on the basic skill of short consecutive interpreting.

"The objective of the interpreting class is to introduce basic skills of interpreting. Details of learning content are suited *to the course objective determined by each study programs. Total credits for interpreting class at XUB are around 2-3 credits per semester, on which 1 credit refers to 50 minutes of meeting per week. Interpreting class would begin with introduction to technique of interpreting itself, later on the trainees would participate in weekly interpreting simulation by interpreting various types of content."*

The writers noted that the interpreting courses are designed to progress gradually, in line with the progressing nature of trainees' L2 proficiencies and interpreting skills.

Related to the teaching method used in the interpreting course, the writers noted that interpreting practice dominantly cover the whole course, however, trainer's feedback and trainees' participation also play great roles in the whole learning process.

"I used student-centered learning method in the interpreting classes, on which the students would actively participated in the discussion of the learning content and provide feedback to their peers. Trainees' feedback and participation in the class discussion is also part of learning itself."

To figure out learners' preferences on interpreting learning style, the writers provided several options, on which the participants could choose more than one option at once. The options are lecturing, two-way discussion, theoretical explanation and interpreting practice, and interpreting practice only. Trainee participants perceived this type of learning method as an effective one. Among the methods being used, 70% of the participants thought that discussion was really beneficial for their

learning process, whereas 68.6% of the participants thought that theoretical explanation and interpreting simulation were useful for training and increasing their interpreting skills.

Related to the interpreting skill taught at the undergraduate level, trainer participant mentioned that she was teaching consecutive interpreting technique only.

"I would introduce types of interpreting techniques to them. However, since it is a basic interpreting course, sight translation and simultaneous interpreting are not taught in this course. They are still struggling with basic consecutive interpreting technique."

Considering the interpreting performance of the students, their L2 proficiencies, sight translation and simultaneous interpreting are not taught at the undergraduate level. And both of these techniques demanded not only high level of language proficiency, but also the ability to work under real time pressure. The limited time of lesson would not enable the trainer to teach various types of interpreting technique only in one particular course.

Through this study, the writers also surveyed trainees' perceptions on the interpreting technique that they have learned. 91.4% of trainee participants perceived that they have learned consecutive technique. This shows that the simulations have resulted in good impacts. On the other hand, the participants did not really understand what sight translation is, since 64.3% regarded that they had learned sight translation, but through interview, the trainer participant had clarified that sight translation was not taught in the class. As for simultaneous interpreting, only 11.4% of trainee participants thought that they had mastered this technique. It does reflect trainer participant's statement that it was not taught in her undergraduate class.

"*The main objective of the interpreting course at the undergraduate level is to train the students with consecutive te*chniques, mainly for short dialogue and narratives. Considering their limited L2 proficiencies and limited interpreting skill, sight translation and simultaneous interpreting were not delivered at the undergraduate level."

To evaluate interpreting teaching at X University in Bandung (XUB), the writers identified the difficulties faced by trainee participants during the learning process or even at work. The participants could choose more than one answer among the options that have been listed by the writers. The writers also provided option for participants to fill in the difficulties that were not listed in the questionnaire. The participants mentioned that the challenges they face while practicing interpreting or working as interpreters are as follow:

(a) 90% participants were feeling nervous while interpreting
(b) 68.6% participants found difficulties in producing output in their L2
(c) 47.1% participants found difficulties in producing output in their L1
(d) 38.6% participants found difficulties in understanding L2 input
(e) 31.4% participants felt that they did not master the topic/theme of the context
(f) 18.6% participants found difficulties in understanding the context delivered in their L1
(g) 1.4% participants felt that they were not used to L2 speakers' speaking speed and accent.
(h) 1.4% participants had limited L2 glossaries.
(i) 1.4% participants could hardly find suitable words in target language due to the differences between source and target language.

Regarding trainees' background and their perception toward interpreting class in XUB, the writers conclude that trainees' lack of experience and internship strongly affects their readiness in interpreting, therefore causes several difficulties as mentioned in point (a), (c), (f), and (i). As and addition, trainees' lack of proficiencies strongly impacts their interpreting skills. Their limited L2 proficiencies strongly impact their interpreting performance in both language directions. Furthermore, the limited subject knowledge also influences trainees' understanding varieties of topics and glossaries, and causes difficulties as mentioned in point (e).

Needs Analysis on Indonesian-Chinese Interpreting

In analyzing trainees' needs, the writers were conducting situational analysis and communicative analysis. The writers identified and analyzed the expectation and interest of trainees toward several types of interpreting, purpose of learning interpreting, their expectation on the learning materials, and their expectation on the methods of interpreting classroom.

Regarding their expectation of interpreting training, participants were asked to choose their prospective future career. There are three options available, translator only, translator and interpreter, and interpreter only. 51.4% of the participants choose to work as translator only, 38.6% choose to work as translator and interpreter, and only 10% choose to work as interpreter only. This numbers just show that participants' willingness to work as full-time interpreter is not high, with more than half of the participants prefer to work as translators. On the other hand, participants' interest in learning interpreting was also measured, on which 55.7% of participants like to master interpreting skills to professional level, 40% to the para professional level, and only 4.3% thought that they would learn only basic level of interpreting. This shows that amidst their willingness to work

as full-time interpreter is not high, but their intentions to learn the interpreting skill is still very high, with more than half wants to master the interpreting skill to the professional level.

The writers have identified participants' preferences of translation or interpreting working options. Most of the participants showed flexibility in choosing career options, and most are choosing more than one option at once. The writers therefore measure the popularity of each career options in based on students' preferences. Freelance translator / interpreter option receives 71.4% of popularity, followed by in-house translator/interpreter in Indonesian-Chinese or Indonesian-Taiwanese joint venture company options, which was chosen by 60% of the participants. In-house translator at Chinese-ventured or Taiwanese-ventured companies received 58.6% of popularity. expected to work as in-house translator/interpreter at government agencies received 28.6% of popularity, 15.7% participants expected to work as translator/interpreter at national company, 2.9% expected to work at NGO, NPO. It does show that trainees' interest to work as freelancer is high, followed by career options at private companies, especially foreign-invested companies, whereas participants' interests to work at government agencies or local private companies are lower compared to the other options.

Table 2. Participants' Career Preferences

Career Options	Number of Respondents Choosing (n=70)	Percentage of Respondents Choosing
Freelance translator/interpreter	50	71.4%
In-house translator/interpreter in Indonesian-Chinese or Indonesian-Taiwanese joint venture company	42	60%
In-house translator at Chinese-ventured or Taiwanese-ventured company	41	58.6%
In-house translator/interpreter at governmnet agencies	20	28.6%
Translator/interpreter at national company	11	15.7%
Work at NGO, NPO	2	2.9%

In terms of field of work, the participants were asked to choose the field of work they would like to work into. In terms of consumers goods, 72.9% were interested, as for

infrastructure companies, only 40% of participants showed their interest. It is followed by telecommunication company, on which only 35.7% showed interest to work in

this type of company, and as for international organization, 34.3%. On the other hand, participants showed lack of interest in automotive, tourism and mass communication field, on which only less than 5% of participants showed interest in these areas.

Table 3. Participants' Field of Work Preferences

Field of Work Options	Number of Respondents Choosing (n=70)	Percentage of Respondents Choosing
Consumers goods	51	72.9%
Infrastructure	28	40%
Telecommunication	25	35.7%
International organization	24	34.3%
Legal consultants	5	7.1%
Automotive	3	4.3%
Tourism	2	2.9%
Mass communication	1	1.4%

The writer also identified participants' interest on interpreting topics. Participants' responses varied, and they were not limited to only one option at once. Therefore, through this survey, the writers found that the most popular choice are tourism, with 80% participants showed their eagerness to learn interpreting in this particular field. In terms of economic or financial related theme, 48.6% participants showed their interest. In science and technology, 34.3% participants showed their interest. In terms of literature, only 30% and in terms of health-related theme, 28.6%. Through the questionnaire, we could also learn that only a small percentage of participants were interested in learning interpreting related to legal, business, mining, architecture, construction, game, education, politics and environments.

Table 4. Participants' Interpreting Topics Preferences

Interpreting Topics Options	Number of Respondents Choosing (n=70)	Percentage of Respondents Choosing
Tourism	56	80%
Economic or financial	34	48.6%
Science and technology	24	34.3%
Health	20	28.6%
Legal	6	8.6%
Business	2	2.9%
Mining	2	2.9%
Architecture	1	1.4%
Construction	1	1.4%
Game	1	1.4%
Education	1	1.4%
Politics	1	1.4%
Environments	1	1.4%

To identify learners' expectations, the writers have surveyed participants' preferences on interpreting learning methods. The choices provided in the survey are simulation, game and internship. Participants could choose more than one option, and they could write down their own ideas in the "others" option. Interpreting simulation was chosen by 85.7% of surveyed participants, internship was chosen by 78.6%, and game in interpreting learning was chosen by 45.7% of surveyed participants. This finding shows that interpreting simulation is still regarded as the most important aspect in interpreting training. On the other hand, the internship opportunity is seen as important. Trainees also long for varieties in interpreting simulation to create a more comfortable learning atmosphere. This could be references for interpreting trainer for future development of interpreting training.

Considering participants' expectation on the field of interpreting content, we could assume that

- Interpreting learning should be correlated with the whole comprehensive language learning itself. Considering the limited credits offered in interpreting class, the design of interpreting class should be related with the design of other language skills class, such as grammar, listening, speaking, writing and reading. Language proficiency is a fundamental aspect of interpreting skill.

- The trainees would need to master various numbers of glossaries and knowledge. This need is due to their high interest in working at joint-venture companies of Indonesian-Chinese ventured companies or Indonesian-Taiwanese ventured companies.

- Survey showed that trainee participants realize the importance of mastering knowledge and glossaries of various discipline, such as tourism, economics and banking, science and technology, literature, health, law, business, mining, infrastructure development, game, education, politics and environments. Participants also showed interests to work in consumer goods companies, infrastructure development, telecommunication, and international organization. Trainer could consider several relevant topics with the needs and ability of

trainees. However, considering the limited credits offered in interpreting course, then the course itself should focus more on how to develop trainees' interpreting performance itself. Glossaries of various field could be given by considering trainees' skills by implementing n+1 method. Knowledge of the world (subject knowledge of the interpreted text) should be combined with other language skills courses, so that the limited credit hours of interpreting course could be maximally used in developing trainees' interpreting skills.

- Trainee participants showed preferences in attending interpreting course with theoretical background, discussion, simulation, internship and games. Trainers could make use of the benefits of these activities and provide a maximum learning environment for the trainees.

CONCLUSION

After surveying interpreting learning in XUB, the writers have identified several characteristics and needs in interpreting training, and also receive several suggestions on developing the purpose and content of interpreting training itself. The writers therefore suggest several considerable aspects for future development:

a. Number of students

Considering the importance of simulation in interpreting training, the number of trainees in class should be limited to around 8 to 12 students. However, if this criterion is not achievable, the trainer could divide trainees into groups, and delegate different task to each group. For example, for a class consists of 20 students, the trainer could divide the class into two groups, when group A's trainees are undergoing interpreting simulation, group B's trainees would be delegated to submit peer feedback as regulated by the trainers.

b. Facility

Language laboratory is also beneficial for the interpreting training itself. The trainer could make use of the recording equipment when the trainees are undergoing simulation practice.

The recording could be given to the trainees for self-learning reflection. By listening to other trainees' recording, trainees could also develop objectivity in discerning the quality of interpreting itself and motivate themselves for a better quality.

c. Learning materials

The limited learning materials of interpreting could benefit the trainers in developing their own course design that would suit the needs and characteristics of their trainees. At the beginning, the trainer could design simulation from learners L2 to L1 first. The trainers could also design materials that are closely related with trainees' background knowledge as preparatory practices, and gradually add range of varieties and difficulties for simulation practice. While designing course materials, the trainer should consider the speed, pronunciation and diction used in the text. At the beginning of the course, choosing materials that have standard pronunciation and speed would be easier for trainees to follow. As trainees develop their interpreting skills, trainer could make use of content varieties, with gradual challenges with different accent and speed.

There are several limitations to this study as it is limited to the needs analysis on the trainees' needs. A more holistic needs analysis would be needed to provide a comprehensive insight on the growing needs on this particular area, by considering the needs of stakeholders, in this regard clients, private companies, and governmental agencies.

The writers would suggest future studies to involve more participants from various universities to gain a better insight on the challenges on these particular areas, and provide solutions for these challenges.

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